

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC2524	Course Title: Programming and Management for Early Childhood Administrators		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input checked="" type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility		
Course Description (limit to 50 words or less, <u>must</u> correspond with course description on Form 102): This course is one of the courses offered for the Advanced Level Credential in Child Care and Education Administrator Credential. The student will learn about developmentally and culturally appropriate environments, curriculum, professional standards for early childhood care managers, child observation, assessment, documentation, referrals, health and safety, nutrition practices, and alliances with the families.			
Prerequisite(s): EEC2002	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Plan and sustain a developmentally and culturally appropriate environment and curriculum that recognizes basic principles of child development and an understanding of developmental stages and individual differences by:

- a. Identifying variables involved in quality programming, such as philosophy, policies, family participation, and role of culture.
- b. Describing developmentally appropriate practices for children birth to 8 years.
- c. Discussing culturally appropriate practices for children birth to 8 years.
- d. Summarizing strategies for including family cultures in the early childhood program.
- e. Comparing and contrasting various child development checklists.
- f. Researching, comparing, and contrasting developmentally appropriate software for use with young children.

Competency 2: Apply accreditation or other professional standards to assess quality in an early childhood program by:

- a. Discussing components of quality programming such as National Association for the Education of Young Children (NAEYC) accreditation standards.
- b. Comparing and contrasting NAEYC accreditation standards and other accreditation standards used in the State of Florida.
- c. Researching and using various evaluation instruments recommended by professional organizations for improving center quality.
- d. Discussing needed components for a program's plan for improvement.

Revision Date: _____

Approved By Academic Dean Date: _____

Reviewed By Director of Academic Programs Date: _____

Competency 3: Maintain a system for on-going assessment and documentation of individual children in the program related to planning for services, referrals, and for transitions to other services and programs by:

- a. Comparing and contrasting various professional organizations' position statements on the evaluation of young children.
- b. Discussing various assessment tools to determine which are most effective for use in the administrator's early childhood center.
- c. Identifying different components to be included in staff in-service training on assessment and evaluation.
- d. Identifying the steps to be taken in requesting an evaluation for children suspected of needing special services.
- e. Identifying, comparing and contrasting various resources of community agencies serving children with special needs.
- f. Describing and discussing how to best educate and assist families during the transition from an early childhood center to elementary school.

Competency 4: Demonstrate knowledge of maintaining a system for monitoring practices related to health, safety and nutrition by:

- a. Comparing and contrasting local, state, and national standards on health, safety, and nutrition.
- b. Researching the components of staff training related to health and safety in the early childhood center.
- c. Discussing the USDA Food Program's Guidelines for early childhood centers.
- d. Identifying and discussing resources for parents on low cost health insurance plans for young children.
- e. Analyzing the state mandated requirements for reporting child abuse.
- f. Comparing and contrasting various early childhood centers' maintenance procedures for checking building, equipment, and materials for health and safety concerns.

Competency 5: Implement policies promoting alliances with families and collaboration among programs, families, and community resources by:

- a. Defining family involvement.
- b. Discussing the importance of family involvement throughout the program.
- c. Examining early childhood models that have successfully developed partnerships with families.
- d. Comparing and contrasting various community support systems, including public and private resources, available to families and ways to access them.
- e. Identifying and discussing components of a quality staff in-service training for creating a family literacy program, including community resources available to the families in the program.
- f. Comparing and contrasting various enrollment policies and procedures to determine how they promote or hinder family involvement.

Revision Date: _____

Approved By Academic Dean Date: _____

Reviewed By Director of Academic Programs Date: _____